

# Hoosier Virtual Academy Review

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Indiana Department of Education 2017

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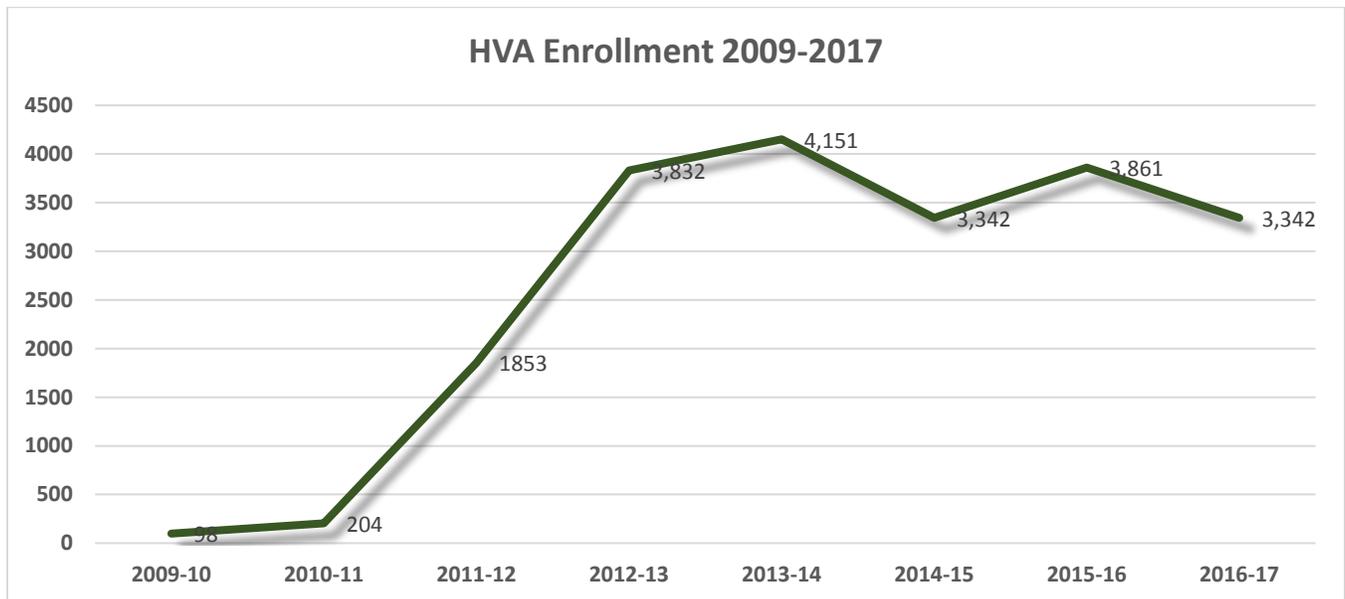
## Overview and Background

During late April and early May, the Indiana Department of Education conducted a review of the Hoosier Virtual Academy (HVA). This review was an attempt to understand the organization’s performance from many angles in response to six successive years of an “F” rating under Indiana’s accountability system.

### Enrollment Patterns

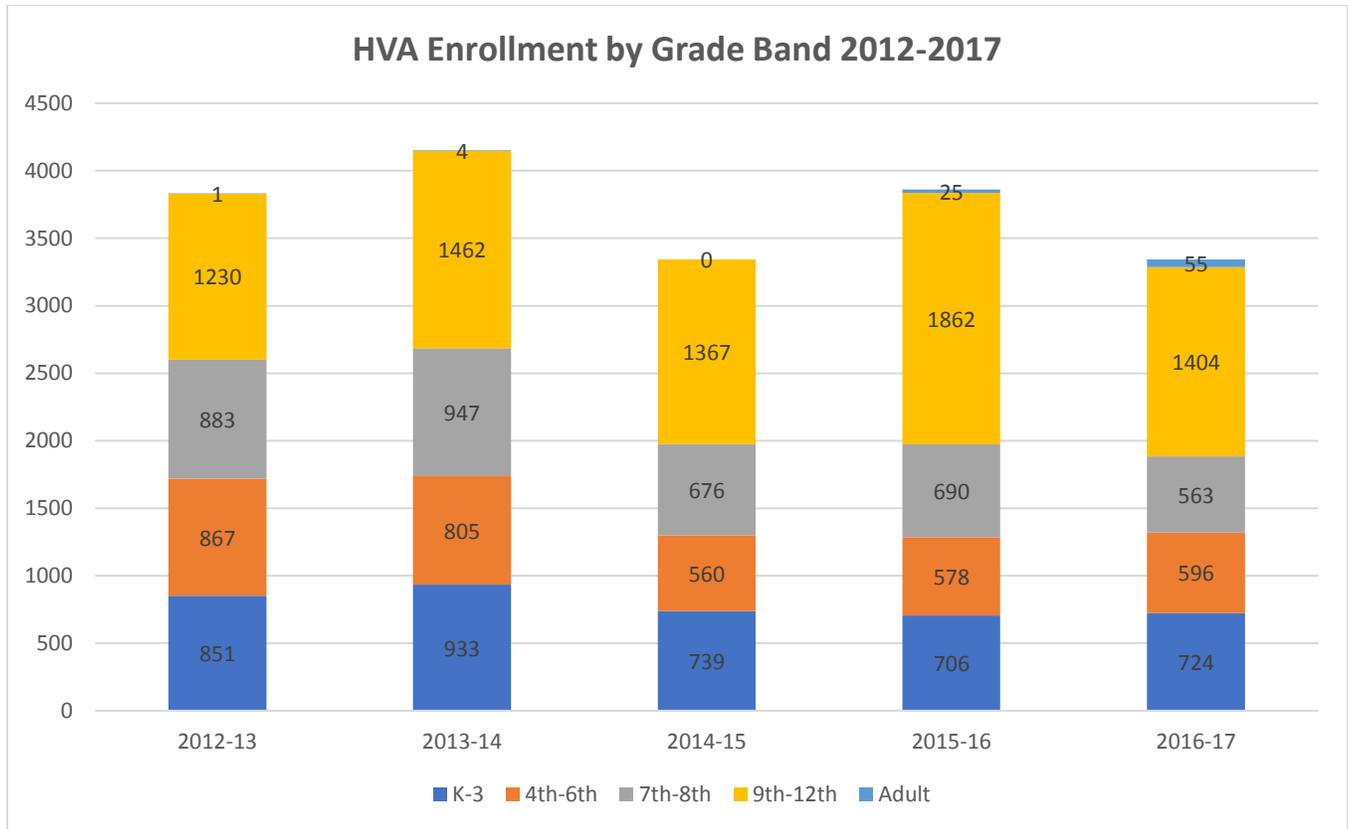
Hoosier Virtual Academy has been open for eight years. The first year of data on the Department’s web site shows 2009-2010 school year with 98 students followed by 100% increase the following year to 204 students. In the 2011-2012 school year, HVA’s enrollment shot up by more than 900% to 1,854 students followed by another 100% increase in the following year—2012-2013. Since then, the enrollment in the school has plateaued fluctuating within a range of approximately 3,300 students to 4,100 students.

**Chart 1: HVA Enrollment Trends**

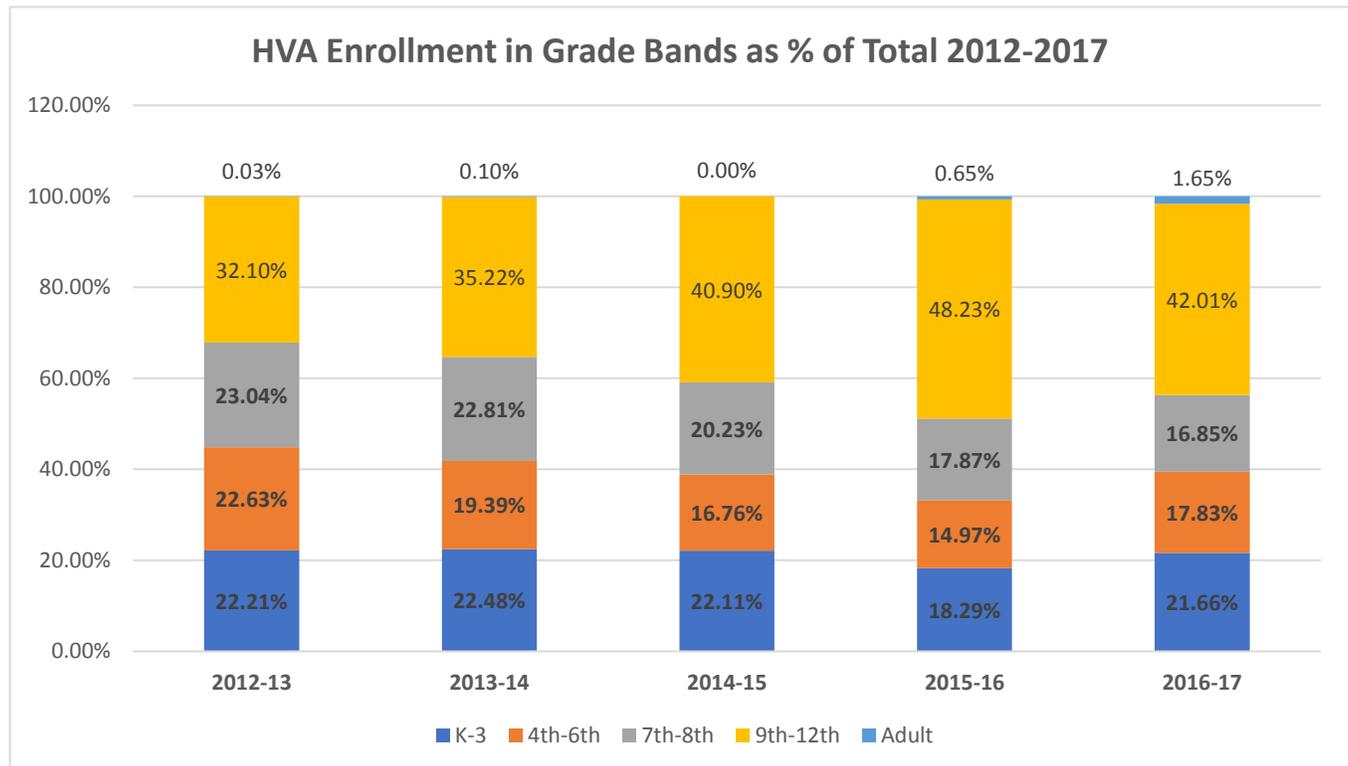


Over the past year, there has been a decline in enrollment at the higher grades (6-12) offset slightly by growth in the lower grades (K-12).

**Chart 2: HVA Enrollment Trends by Grade Band**



**Chart 3: HVA Enrollment Percentages**



## Student Mobility & Retention

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The department reviewed data regarding student mobility and retention in an effort to understand how these factors contribute to the school grade.

**Unknown Students in the Cohorts:** Hoosier Virtual Academy has a high proportion of the students in their cohort listed as “Unknown”<sup>1</sup>. The chart below shows that almost a quarter of the students in HVA’s last 3 cohorts are unknown, in other words the school was unable to determine the reason for why these students were no longer attending HVA. Unknown students weigh on the graduation rate for the school which, in turn, weighs on the accountability grade. In 2017, for the first time, HVA submitted a grad rate audit for their five-year graduation grade rate data. Of the 52 students for whom HVA requested a change, 19 were granted (primarily altering the status of students improperly listed as dropouts). This will have a small positive effect on HVA’s accountability scores during the next placement of schools in accountability categories.

**Table 1: Unknown students in HVA cohorts**

Graduation Year	Number of Unknowns	Total Number in cohort
2016	131	538
2015	99	401
2014	52	223

**Student Retention:** Retention is another potential problem for Hoosier Virtual Academy. Table 2 shows simple retention from one year to the next.

**Table 2: Student retention rates for HVA**

	enrolled for at least 162 days	enrolled 162 days prior year returning at least 10 days	not returning due to graduation	% “Retained” or Graduated
2009-10	51	27	0	52.9%
2010-11	147	107	0	72.8%
2011-12	787	502	0	63.8%
2012-13	2042	1300	16	64.4%
2013-14	2470	1482	43	61.7%
2014-15	2137	1445	82	71.5%

Table 3 shows year over year retention illustrating steep declines of students returning to the school following their initial enrollment. While some elements of the accountability calculation control for mobility, others (Career and College Readiness measures and grad rate) could be affected by high student mobility.

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<sup>1</sup> Students shown as “unknown” in the cohort convert to drop-outs when the final graduation rate is calculated. Obviously, some of these students are likely dropouts, but there is no way to know how many.

**Table 3: Full time retention of students who started at HVA (includes graduates)<sup>2</sup>**

Start Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
2009-10	<b>51</b>	--	--	--	--	--
2010-11	24	<b>83</b>	--	--	--	--
2011-12	17	43	<b>678</b>	--	--	--
2012-13	11	25	290	<b>1234</b>	--	--
2013-14	8	21	173	549	<b>936</b>	
2014-15	3	11	109	271	390	<b>662</b>
2015-16	2	9	66	186	232	338

### Student Performance

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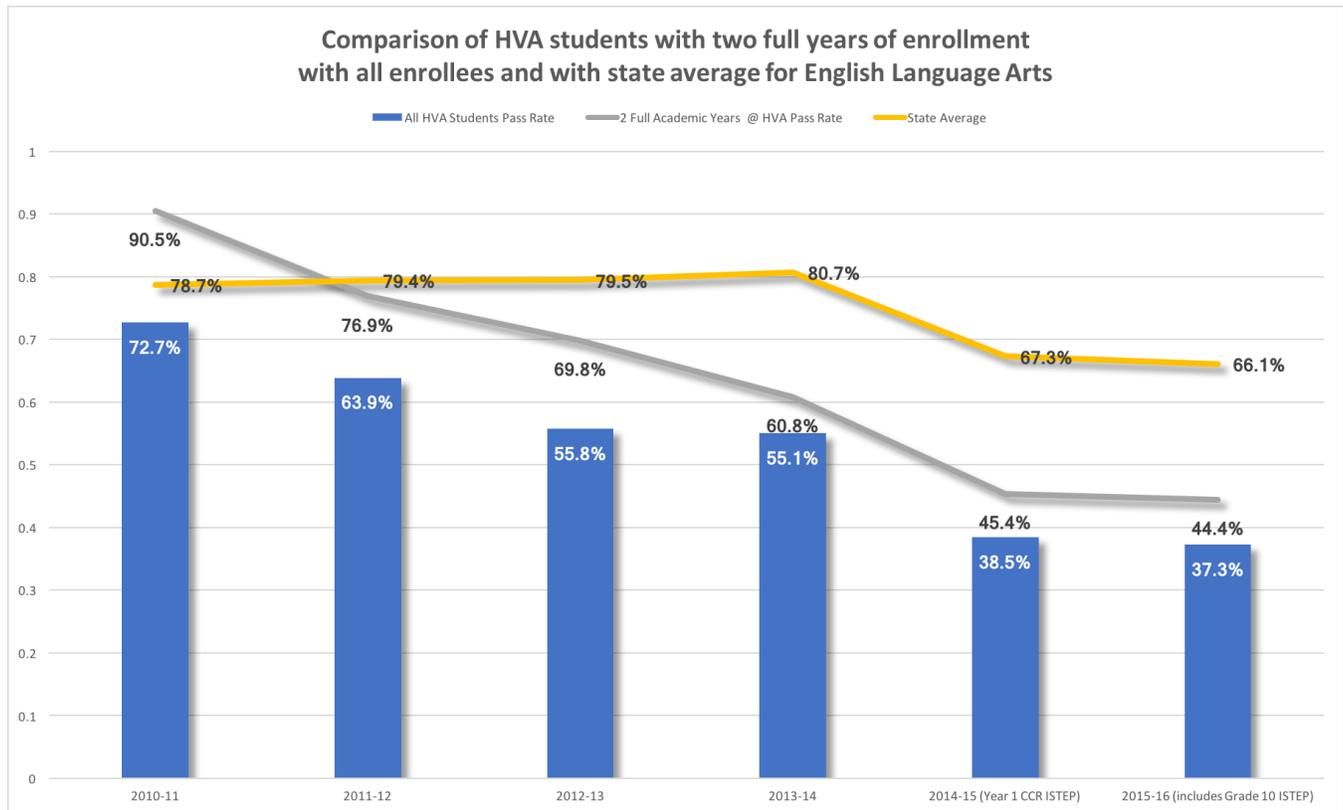
For an analysis of student performance, all students, students enrolled during the given year for at least 162 days (Full Academic Year) and students enrolled during the given year and the previous year for 162 days were considered (See Table 4 and Chart 4).

**Table 4: Historical Passing Rates on ELA for HVA**

English Language/Arts	All Students Pass Rate	Full Academic Year Pass Rate	2 Full Academic Years Pass Rate
2009-10	73.1%	71.4%	--
2010-11	72.7%	73.5%	90.5%
2011-12	63.9%	70.9%	76.9%
2012-13	55.8%	60.8%	69.8%
2013-14	55.1%	58.6%	60.8%
2014-15 (Year 1 CCR ISTEP)	38.5%	40.6%	45.4%
2015-16 (includes Grade 10 ISTEP)	37.3%	39.9%	44.4%

<sup>2</sup> Example: 1,234 students started attending School 5290 in the 2012-13 school year, 549 of those students were enrolled for the 2013-14 school year or graduated at the end of the 2012-13 year. Of the 549 students, 271 were enrolled for the 2014-15 school year or graduated at the end of the 2013-14 school year.

**Chart 4: Comparison of HVA students with two full years of enrollment with all HVA enrollees and with state average for English Language Arts performance.**



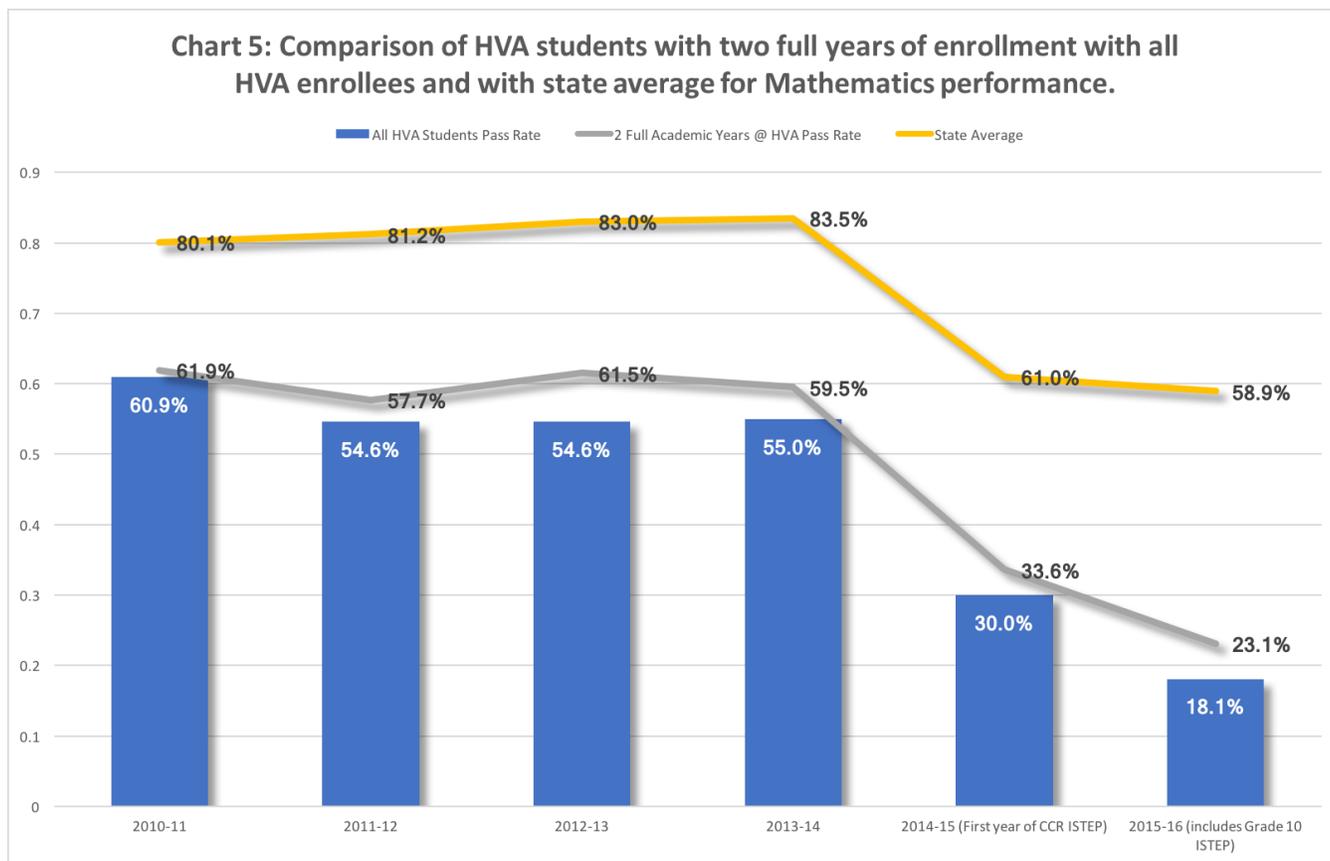
Regarding student performance on ELA, successive years of enrollment seems to contribute positively to ELA performance relative to the full HVA population. However, over the most recent years, the gap between HVA students with enrollment longevity (at least 2 years) is about 20% lower than the average state performance.

In the area of mathematics, the relationship between student achievement and enrollment longevity is less pronounced (See Table 5 and Chart 5). While students with enrollment longevity do pass the Math ISTEP+ test at higher rates as a group than all HVA test takers, the gap between the state average and the students enrolled for two or more years is more pronounced and exceeds 30% for the 15-16 school year.

**Table 5: Historical passing rates on math for HVA**

Mathematics	All Students Pass Rate	Full Academic Year Pass Rate	2 Full Academic Years Pass Rate
2009-10	72.4%	71.4%	--
2010-11	60.9%	59.3%	61.9%
2011-12	54.6%	58.6%	57.7%
2012-13	54.6%	57.9%	61.5%
2013-14	55.0%	56.1%	59.5%
2014-15 (First year of CCR ISTEP)	30.0%	32.6%	33.6%
2015-16 (includes Grade 10 ISTEP)	18.1%	19.9%	23.1%

**Chart 5: Comparison of HVA students with two full years of enrollment with all HVA enrollees and with state average for mathematics performance.**



### Student Growth

The current A-F system gives significant weight to 4-8 Growth. Hoosier Virtual Academy received 73.1 points for ELA growth (bottom 3%) and 55.8 points for math (bottom 2%) for 2015-16.<sup>3</sup> This is a critical measure for schools who may serve students performing below grade level.

### ISTEP+ Participation

Another factor that is significantly hurting the grade for Hoosier Academy Virtual is their relatively low participation for ISTEP. For 2015-16, only 90.3% of students were tested on English Language/Arts and 92.2% were tested on Math Grades 3-8. For Grade 10, the participation rates were 87.3% for English/Language Arts and 85.6% for Math. It is difficult to determine if the issue is getting the students to test or if the data is not being reported properly (i.e. reporting students as enrolled when they were not).

### Interactions with the Department

As part of this review, the team reached out to various areas in the department with prior interactions with Hoosier Virtual Academy. Summaries of these responses are provided below.

<sup>3</sup> HVA students must have been enrolled at the school for the entire 2015-16 school year to get growth, they may have taken the 2014-15 ISTEP at another school.

- The office of school counseling reported on HVA’s work on improvements to their guidance and counseling program. HVA is focused on improving service to their students in all areas including counseling, college & career guidance, etc.
- The office of Federal Programs shared monitoring reports from HVA and reported on new efforts around the professional development of teachers including investments in the TAP model, training mentor teachers and professional development in specialty areas such as Advanced Placement, Dual Credit, and Career and Technical Education.
- The special education team reported Hoosier Virtual Academy had been responsive in addressing findings and taking corrective action when problems were spotted.
- The school finance team shared an expenditure report—attached here.

## DOE & State Board Review Visit

A small review team visited the offices of Hoosier Virtual Academy on April 28<sup>th</sup> and May 1<sup>st</sup> in coordination with the Head of School, Dr. Byron Ernest, who developed a schedule for the visit that included opportunities for conversations with many stakeholders including parents, teachers and school leaders. The team learned about the students and the expectations of them but had limited interaction with actual students. The following reflections are drawn from the comments of those interviewed during the visit.



Figure 1. Conversation with a Kindergarten Teacher

### HVA Students

- The review team learned that the clientele of HVA includes students with very specialized circumstances from athletic pursuits and social challenges such as bullying or disruptive autistic behaviors to students with medical emergencies, significant health concerns and students who are parents.
- Student work is to be overseen by a learning coach, often a parent. Parents and staff report having a learning coach who is an ally of the teacher is critical to student success.
- Students are expected to complete the work in the K-12.com pacing guide available for each class.
- Students are expected to attend the live class connect session with the teacher or to watch the recorded version of this lesson online. Significant numbers of students do not participate in either of these opportunities.
- The school tracks students according to an algorithm that helps them know which students are in danger of not being enrolled in the school eight weeks out. Multiple data points are tracked to make this determination. Student engagement (participation in classes and completion of work) figures heavily into these rankings.
- Typically, the students who come to live class connect sessions regularly are the most successful. Students who watch the recordings can also be very successful as well. When students communicate – responding to emails, texts, calls—there is more success.

## Parents

The review team talked with parents of ten families, many of whom had utilized the school for multiple years and heard their accounts of enrolling their students at Hoosier Virtual Academy. The reasons for coming to HVA were as varied as the number of parents in the room but shared the common theme of having exhausted other options including their local schools some of which were A-rated. The parents had students who needed specialized attention, flexible scheduling, and acceleration options. These parents welcomed the self-regulation skills (time management, discipline of completing work) they saw their students develop and embraced the time commitment and structure that HVA provided in the partnership to educate their child or children. When parents were asked to speculate about what they would do if HVA were to close there was really not a plan B for most families and a shared sense they would not return to options they had already tried.

## Teachers

The review team was granted great access to a cross section of Hoosier Virtual Academy teachers from elementary to secondary as well as those in academic supporting roles such as special education. In general, teachers are expected to teach four days a week with professional development and administrative meetings on the 5<sup>th</sup> day. Teachers taught in whole group, live sessions, in small groups and in individual consultations with students. Providing support for students was done in a variety of ways and consumed massive amounts of time. One teachers said, “When school starts in the fall, I tell my family ‘see you at Thanksgiving.’”



*Figure 2. Social Studies teacher leading students through a web quest on the Korean conflict.*

Among the teachers, the elementary teachers had more experience teaching virtually and had spent multiple years at the school compare to the newer hires with less virtual teaching experience at the secondary level. The faculty was enthusiastic about the direction the school was going and cited great professional development they were receiving and the leadership of the school as positive aspects of the school.

Teachers pointed to the key role of the learning coach in the success of their students and also noted that HVA is not for everyone—that some families don’t really know the real-time investment required to be successful in the virtual academic setting.

Teachers hold live teaching sessions on a regular schedule (four days a week). These live sessions are also recorded and archived. As the review team watched the teachers instruct online, teachers were observed fluently using the course platform software to manage live classes on a variety of topics (e.g., counting to 30, the Korean conflict, nuclear decay). Teachers used features of the software in creative ways and augmented the student experience by using hardware such as document cameras and Bamboo tablets to enhance their lessons. Teachers use whole group, small group and individual sessions and offer hours to connect with students and help them learn the content. Teachers have a group of students for homeroom which provides additional layers of support beyond academics. Special education team has Special Education credentials and are also licensed in a content area. Reading interventionists are also available to help students who may struggle with reading levels.

Significant amounts of time and effort are expended in getting students to attend live sessions or watch recorded versions of the class. Data about each student’s progress on these expectations and the expectation that assigned work is completed is used to trigger robo calls to families, teacher referrals to other school support teams, and direct e-mail to students and learning coaches to encourage students to engage or re-engage with the class

Generally, the secondary teachers felt the curricular expectations of the off the shelf curriculum was more demanding and rigorous than the expectations of the Indiana standards. Teachers discussed their work in aligning the curriculum they were provided through K-12 with the expectations of the Indiana Academic Standards. Teachers based their live lessons on the curriculum maps the faculty has developed. If students don't participate in the live lessons and if they don't watch the recorded version of the live sessions their access to content will be limited to the K-12.com assignments which are not fully aligned to the Indiana Academic Standards.

## **Administrators**

The review team had several opportunities to speak with the head of school, with others in leadership capacities, as well as members of the board.

The Hoosier Virtual Academy board representatives, including the board chair, felt the relationship between the board, the authorizer (Ball State) and the operator (K-12.com) was healthy and moving in a positive direction. They indicated the authorizer was trying to figure out how to be supportive without being intrusive. The representatives of the board were also grappling with measuring the success of the school. They have been looking at some data in their monthly meetings which are now supported by a board liaison on the HVA staff. It seemed that the board had not yet arrived at a well-defined set of metrics for examining HVA's progress.

When meeting with the school administrator and the admin team, they spoke of the challenging situation of the school three years ago and about the positive changes that had been put in place or were planned for the future.

As an example of some of the challenges facing the school when the Head of School was hired three years ago, it was reported that students were taking ISTEP+ in rooms of 300 students. An additional observation raised the leadership team is the challenge that ISTEP+ testing involves for some students. Students who thrive in the flexibility offered by HVA and who are used to learning in the context of their homes are tested in an environment very different from their typical learning context.

Hoosier Virtual faculty are provided an array of opportunities for professional development. One of the initiatives introduced to HVA by the current Head of School is the Focus Leadership Academy. This intensive, dynamic, year-long leadership development program is a key channel for changing the culture of HVA. Teachers in the program invest one Saturday a month in developing their leadership skills with a small group of their colleagues admitted through an application process. One of the features of the program is a teacher project focused on a theme that changes from year to year but always addresses an identified area of improvement for the school. Teachers gave high praise to this program.

A recent challenge for the school involved an unexpected shift in Title I funding due to errors of the IDOE in the funding formula. During the 2014-2015 school year the school received approximately \$667,000 to support students in poverty (for HVA this funding a Title 1 Director, 10 interventionists and one partially funded position). In 2015-2016, the school was informed that their annual Title I allocation had changed to approximately \$206,000. This dramatic change resulted in a reduction in staff (8 fewer individuals to help disadvantaged students to be successful academically). Toward the end of the 2015-2016 academic year, much of the Title 1 funding was restored but not in time for real academic impact during that year. The school was able to bring some of their 2015-2016 funding into the new 2016-2017 funding year and have been able to staff up in this area (Title 1 Director, 7 interventionists and one partially funded position). It is not clear what direct impact this had on student achievement during the 15-16 school year.

## Support Staff

The review team had the opportunity to meet with various individuals and team charged with roles supporting classroom success.

The Family Academic Success Team (FAST) has the *goal of saving teachers time so that they can focus on teaching*. This relatively recent addition to the school's strategies for improvement makes heavy use of data to identify students in danger of leaving the program and intervening by addressing whatever roadblocks may be causing challenges for the student. This intervention may involve engaging a social worker or counselor on behalf of the student. This team gets proactively involved in reaching out to students when the data algorithm indicates a "red" or "yellow" status for the student. The FAST team also responds to referrals from teachers.

The school counseling team reported a variety of strategies for addressing students who arrive at the school far behind in the number of credits needed for graduation. These strategies include summer school credit recovery and partnerships with the Indiana Online Academy which offers supplementary classes to students in participating school districts across the state.

When asked about typical reasons students leave HVA, the FAST team and counseling team indicated the following as frequent reasons:

- Learning coach is no longer available - parent who may have been home now has a new job
- New school option or school dealt with issue student was having at home school – Hoosier was chosen as a temporary option
- Coming in from other state and want to get a kid in school before decide what school they will be attending
- Medical – student progresses to point where they are no longer able to attend even online classes
- Transferring out of state – often times transfer to another K12
- Some students just leave because they find HVA not to be the best environment for them
- Some students are planning to leave when they arrive—in other words they just need an interim place for one reason or another – they want to graduate from their home school with their friends.

On the topic of "unknown" students and efforts to clean up the graduation cohort, the FAST team and school counselors indicated that HVA keeps students active in system after they request withdrawal from the school until HVA receives confirmation of next location or school of enrollment. However, HVA does not always know where withdrawn students end up despite efforts to track down by phone, sending certified letters, notifying the state police and conducting welfare checks.

An additional component of the HVA experience is the coordinated and extensive efforts to engage families and students in school life. Examples of the events that aim to create a sense of community and a web of support for HVA families include:

- Monthly state-wide events.
- Regional back to school expos at start of every school year with semi-pro baseball games when possible. Teachers from the region attend these events. These events offer opportunities for families to connect with each other and with dental and vision professionals. School pictures and creation of student IDS are part of the standard offering.
- Regional library days for HVA families to meet each other at a local library—teachers often attend these as well.

- Super Sessions – Regional 2-hour workshops for parents/learning coaches to provide technical assistance.
- Parent to parent mentoring program – online and face *to face*.

The staff felt that any connection between these efforts and student success was indirect since there are families that don't take advantage of these opportunities and do fine academically. These efforts are part of an overall strategy of trying to make HVA into a "real school" and providing the support and connections available in brick and mortar counterparts.

## Summary of Findings

The purpose of this report and of the school visit is to better understand the context and conditions of Hoosier Virtual Academy's history of failing grades. After spending two days at HVA and reviewing performance data the following is a summary of findings and reflections.

### Summary of Key Challenges

- Highly fluid school enrollment
- Alignment of K-12.com curriculum with the Indiana Academic Standards
- The extensive flexibility afforded by the HVA program/structure and the resulting uneven engagement of students with the academic program being offered.
- Sustained leadership and consistency of vision
- The pending status of the school with regard to the renewal of the charter
- The newness of the program and the lack of understanding regarding keys to success among enrollees

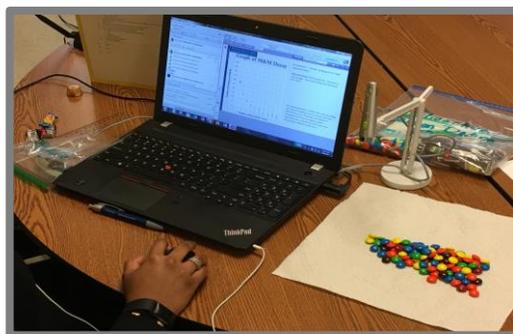


Figure 3. Chemistry teacher leads online lab on topic of half-life.

### Why Families Choose Hoosier Virtual Academy

- Families choose Hoosier Virtual Academy because they feel it is the best educational choice for their student.
- A recurring theme during the visit was the flexibility the school afforded families and students who had struggled to succeed in other contexts. This flexibility appears to be a partial explanation for the popularity of the school in terms of the high enrollment numbers but also represents a key challenge for the organization in terms of fluid enrollment and flexible expectations around participation and engagement. The flexibility Hoosier Virtual Academy provides to its families represents an opportunity cost for the school when those investments do not result in genuine engagement in the academic enterprise by subscribing families or in sustained enrollment.

- Hoosier Virtual Academy has both a history of both low proficiency (students passing state tests) and low growth (students improving from one test to another). However, despite these facts there are Hoosier parents living in A-rated school districts who have selected Hoosier Virtual Academy to meet the needs of their students and who told the review team they would not return to those A-rated schools were HVA to close its doors.

### **Leadership and Governance**

- Stakeholders point to the change in leadership three years ago as a key inflection point in the school's history. While stakeholders acknowledge the school's low performance and the need for improvement, there is enthusiasm across the stakeholder groups for the changes implemented to date and for the planned improvements on the horizon.
- Members of the board indicated relationship between the board, the operator (K-12.com), and the authorizer (Ball State) were in good condition. They indicated the authorizer (Ball State) was trying to figure out how to be supportive without being intrusive. The addition of a board liaison on staff at HVA has provided additional transparency. The board is working with staff on establishing a set of metrics as the basis for their regular review of school progress. Board members expressed interest in getting guidance about how to monitor progress and achievement of priorities.

### **Instructional Program and Curriculum**

- The instructional team at Hoosier Virtual has worked to align the K-12.com curriculum to the Indiana Academic Standards. However, this effort does not guarantee students access to this aligned curriculum because it is possible to be a student at HVA and simply work on the assignments identified by the K-12.com pacing guides which are not fully aligned to Indiana academic standards. This reality is another example of how the flexibility of HVA may work against the overall achievement of students.
- Hoosier Virtual Academy is not for everyone—this insight was voiced several times during the visit and highlighted the challenge of serving families who may not have a well-developed sense of the true nature of investment necessary for students to be successful. The onboarding process for families is critical for moving from enrollment to consistent engagement in an instructional model that is very different from the schooling experiences of the learning coach (often a parent or grandparent).
- The triad of an invested and available learning coach, an HVA teacher and an HVA student working toward a mutual goal cannot be overstated when considering the keys to success in a fully online virtual program. The learning coach minimally completes reports on the student's progress but also is intimately involved in the day-to-day success of the student. This role is especially involved in the early grades. HVA staff indicated that some families desperate for help and another alternative for their

student sign up for HVA without truly understanding the family commitment necessary. Families with successful experiences at HVA underscored the extent of their (the learning coach) involvement in the educational success of their students. Hoosier Virtual Academy has instituted regional “Strong Start Super Sessions” in an effort to get families/learning coaches acclimated to the K12.com platform and to the expectations of the school. Additionally, the back to school expos conducted regionally help to mark the new school year with opportunities to build the community that is HVA. These and many other supports are targeted increased success in the program.

- The Family Academic Success Team (FAST) has been put in place during the 2016-2017 school year after a pilot during the prior academic year. The FAST team monitors student engagement and off-loads some of the administrative duties that had been falling to teachers—specifically, helping teachers by reaching out to students who are falling behind and not engaging in the course work. The FAST team monitors all students and categorizes them into red, yellow, and green statuses based on a variety of data points (80 +) that help the team understand the likelihood the student will remain enrolled in the school over the next 8 weeks.

### **Student Performance**

- The performance of Hoosier Virtual Academy over time results from the sum of individual performances. When looking at student achievement in the aggregate, there is a consistent downward trend on both math and English/Language Arts proficiency coupled with very low student growth. When examining performance data and school satisfaction at the family level there are significant stories of success of families who spoke to the review team about the pivotal role HVA has played in the lives of their children. Whether supporting children with significant social emotional challenges, children with needs for advanced and accelerated learning, children needing flexible schedules (e.g., students who are themselves parents and student athletes), or children with medical conditions, families across Indiana have come to rely on HVA to meet the educational needs of their scholars who, for one reason or another, are not adequately served in traditional settings.

### **School Culture**

- There are numerous efforts underway at Hoosier Virtual Academy to build a culture of connectedness and support among the families and students of HVA—to “make the state seem small” as one faculty member put it. From a monthly calendar of opportunities for online and face-to-face interaction among students and to support parents to the regular monitoring of engagement trends, HVA is striving to bring cohesion and a sense of belonging to a school context that is geographically distributed and extremely diverse in terms of need. Science fairs, art competitions, vision and dental screenings, prom,

and school pictures help to make the HVA experience somewhat parallel to traditional brick and mortar schools.

### **Efforts to Improve**

- The efforts of Hoosier Virtual Academy to improve its service and student outcomes are evidence that the organization understands the urgency of reversing the downward trend of its academic rankings. Changes underway at the school or planned for the coming academic year include:
  - Launching the 3<sup>rd</sup> cohort of a leadership academy led by the head of school,
  - Investments in the Family Academic Success Team (FAST) program which seeks to remove administrative burden from teachers and focus supports on students in immediate danger of not succeeding,
  - Plans for additional teacher leadership positions to improve teacher support and educator effectiveness,
  - Recently implemented process changes in the elementary grades requiring participation in schedule live class sessions,
  - Renewed efforts to onboard families no matter when they enroll,
  - The planned addition of office hours at the beginning and end of the day to provide students with additional outside of class access to their teachers,
  - The addition of peer teaching observations.

### **Conclusion**

In summary, the review team observed a school with achievement tracking downward and significantly below state averages with an engaged, committed, and professional faculty, supported by a trusted school leader team, and a slate of maturing and planned initiatives/changes aimed at improving their overall service to students and at improving their accountability rating.

## Appendices

Appendix 1: Historical Expenditures

EXPENDITURE DESCRIPTION	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
TEXTBOOKS (630)	\$0	\$0	\$2,163,750	\$4,994,864	\$8,610,047	\$9,928,011	\$9,099,072	\$3,376,652
OTHER PURCHASED PROFESSIONAL AND TECHNICAL SERVICES (319)	\$14,092	\$20,913	\$1,076,372	\$1,729,337	\$5,691,111	\$3,156,973	\$6,169,100	\$2,439,503
CERTIFIED SALARIES (110)	\$164,435	\$325,224	\$1,845,026	\$2,403,297	\$3,560,824	\$4,366,743	\$4,102,721	\$2,345,470
COMPUTER HARDWARE (741)	\$0	\$0	\$357,344	\$777,601	\$1,591,689	\$1,367,196	\$1,470,800	\$641,795
TRANSFERS BETWEEN FUNDS (910)	\$0	\$0	\$892,436	\$779,133	-\$29,069	\$38,071	\$8,191	\$387,959
NONCERTIFIED SALARIES (120)	\$0	\$0	\$268,533	\$254,473	\$324,692	\$394,064	\$264,604	\$175,387
SOCIAL SECURITY-CERTIFIED EMPLOYEE RETIREMENT (212)	\$11,847	\$24,011	\$136,914	\$175,321	\$256,588	\$315,182	\$293,316	\$168,007
GROUP HEALTH INSURANCE (222)	\$13,655	\$28,477	\$195,697	\$283,162	\$439,090	\$514,107	\$531,019	\$158,599
PURCHASED PROFESSIONAL AND TECHNICAL DATA PROCESSING SERVICES (316)	\$0	\$0	-\$224,052	\$138,400	\$195,712	\$199,592	\$222,553	\$124,954
UNEMPLOYMENT COMPENSATION (230)	\$4,056	\$8,781	\$54,570	\$70,823	\$104,780	\$128,322	\$115,881	\$123,525
OTHER EMPLOYEE BENEFITS (241 TO 290)	\$3,993	\$3,194	\$62,669	\$81,430	\$139,089	\$155,765	\$138,219	\$112,682
TRAVEL (580)	\$7,685	\$16,915	\$31,742	\$94,374	\$150,627	\$199,050	\$177,651	\$75,099
CONTENT: SOFTWARE, APPLICATION SYSTEMS, OR PRODUCTIVITY APPLICATIONS NEEDED IN THE OPERATION OF A SCHOOL (747)	\$0	\$249	\$35,815	\$29,472	\$37,453	\$105,766	\$46,777	\$66,534
TEACHER RETIREMENT FUND, AFTER 7-1-95 (216)	\$3,842	\$16,321	\$61,880	\$88,436	\$86,104	\$105,287	\$170,386	\$62,411
PURCHASED PROPERTY SERVICES; RENTALS (440)	\$750	\$554	\$8,195	\$42,805	\$55,778	\$115,382	\$148,367	\$51,461
TELEPHONE (531)	\$966	\$2,517	\$46,356	\$56,925	\$75,155	\$103,216	\$120,830	\$45,053
TECHNOLOGY RELATED PROFESSIONAL DEVELOPMENT (748)	\$0	\$0	\$3,227	\$33,144	\$75,055	\$34,125	\$73,695	\$39,410
PURCHASED PROFESSIONAL AND TECHNICAL INSTRUCTION SERVICES (311)	\$0	\$0	\$19,983	\$50,597	\$66,515	\$34,450	\$92,221	\$34,054
CONNECTIVITY (744)	\$4,269	\$17,708	\$47,648	\$28,145	\$46,967	\$48,992	\$65,023	\$27,689
EQUIPMENT PURCHASES OVER THE LEA'S CAPITALIZATION THRESHOLD (735)	\$0	\$0	\$0	\$29,666	\$78,200	\$105,800	\$0	\$17,793
WORKERS COMPENSATION INSURANCE (225)	\$538	\$1,138	\$7,603	\$9,658	\$13,189	\$16,115	\$14,764	\$15,191
SOCIAL SECURITY-NONCERTIFIED EMPLOYEE RETIREMENT (211)	\$0	\$0	\$19,303	\$19,147	\$25,008	\$29,768	\$19,606	\$11,999

EXPENDITURE DESCRIPTION	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17
PROPERTY INSURANCE, LIABILITY INSURANCE, AND TRANSPORTATION INSURANCE (520)	\$7,631	\$6,647	\$0	\$64,234	\$48,912	\$51,136	\$55,011	\$9,577
OPERATIONAL SUPPLIES (611)	\$4,538	\$4,332	\$15,384	\$43,360	\$99,169	\$51,011	\$87,148	\$9,503
POSTAGE AND POSTAGE MACHINE RENTAL (532)	\$137	\$483	\$450	\$3,518	\$7,560	\$555	\$15,482	\$7,991
FOOD PURCHASES (614)	\$2,013	\$2,583	\$6,838	\$9,572	\$1,248	\$3,540	\$5,297	\$6,366
TEMPORARY SALARIES (HEADER) (130)	\$6,075	\$0	\$0	\$815	\$0	\$0	\$14,070	\$6,114
PURCHASED PROFESSIONAL AND TECHNICAL STAFF SERVICES (314)	\$11,713	\$11,356	\$0	\$0	\$11,772	\$13,513	\$9,946	\$4,693
DUES AND FEES (810)	\$300	\$150	\$255	\$18,863	\$344	\$0	\$1,034	\$1,694
PURCHASED PROPERTY SERVICES; REPAIRS AND MAINTENANCE SERVICES (430)	\$0	\$0	\$0	\$950	\$0	\$0	\$17,705	\$1,487
MISCELLANEOUS OBJECTS (876 TO 899)	\$0	\$0	\$735,330	\$126,848	\$0	-\$40,563	-\$39,392	\$1,468
BANK SERVICE CHARGES (871)	\$151	\$0	\$546	\$399	\$123	\$1,125	\$2,120	\$246
EQUIPMENT (730)	\$2,782	\$11,931	\$6,336	\$4,027	\$0	\$1,025	\$50	\$120
ADVERTISING (540)	\$0	\$0	\$200	\$750	\$1,175	\$570	\$741	\$0
REDEMPTION OF PRINCIPAL (831)	\$0	\$0	\$0	\$95,238	\$0	\$0	\$0	\$0
PRINTING AND BINDING (550)	\$74	\$0	\$0	\$400	\$0	\$0	\$0	\$0
INTEREST ON BONDS OR NOTES (832)	\$0	\$25	\$0	\$174,090	\$0	\$0	\$0	\$0
OFFICIAL BOND PREMIUMS (525)	\$625	\$625	\$0	\$0	\$0	-\$675	\$989	\$0
GROUP ACCIDENT INSURANCE (223)	\$0	\$0	\$0	\$0	\$9	\$0	\$0	\$0
PURCHASED PROFESSIONAL AND TECHNICAL INSTRUCTIONAL PROGRAMS IMPROVEMENT SERVICES (312)	\$100	-\$20	\$0	\$0	\$0	\$0	\$0	\$0
OTHER GENERAL SUPPLIES (615, 660 TO 689)	\$0	\$0	\$8,780	\$0	\$0	\$0	\$0	\$0
<b>GRAND TOTAL</b>	<b>\$266,267</b>	<b>\$504,113</b>	<b>\$7,885,130</b>	<b>\$12,713,270</b>	<b>\$21,764,916</b>	<b>\$21,543,216</b>	<b>\$23,515,000</b>	<b>\$10,550,484</b>